

DOCUMENT RESUME

ED 480 336

CS 512 054

AUTHOR Schulze, Patricia
TITLE Fairy Tales from Life.
INSTITUTION MarcoPolo Education Foundation.; National Council of Teachers of English, Urbana, IL.; International Reading Association, Newark, DE.
PUB DATE 2002-12-04
NOTE 11p.
AVAILABLE FROM Managing Editor, ReadWriteThink, International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139. E-mail: comments@readwritethink.org. For full text: <http://www.readwritethink.org/lessons>.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS *Critical Thinking; Elementary Education; Evaluation Methods; *Fairy Tales; Lesson Plans; *Reading Comprehension; Reading Instruction; *Small Group Instruction; *Writing Instruction

ABSTRACT

With the help of the teacher, students will read fairy tales and identify common elements. Choosing common situations and working in small groups, students will draw storyboards of their fairy tale and then write the fairy tale. Project will conclude with class presentations. During ten 50-minute lessons, grade 3-5 students will: listen and read to fairy tales, focusing on comprehension and analytical skills; analyze the fairy tales for common elements with the help of the teacher; complete a process writing activity in small groups, choosing common situations as a basis, drawing storyboards, and writing, revising, and editing the text; and present their fairy tales to class, using readers theatre, PowerPoint, bulletin board display, or a similar format. The instructional plan, lists of resources, student assessment/reflection activities, and a list of National Council of Teachers of English/International Reading Association (NCTE/IRA) Standards addressed in the lesson are included. A storyboard page; an explanation of storyboards; a list of situations for fairy tales; reflective journal instructions; a list of common elements of fairy tales; and a fairy tale analysis sheet are attached. (PM)

Fairy Tales From Life

Author

Patricia Schulze
Yankton, South Dakota

Grade Band

3-5

Estimated Lesson Time

Ten 50-minute sessions

Overview



Students work together in small groups to read, discuss, and analyze fairy tales. After compiling a list of common elements, students collaborate on their own original fairy tales—each group decides what kind of experience to write about, edits and illustrates their fairy tale, and finally chooses how to present their story to the rest of the class. The lesson concludes with individual reflection on the group project and fairy tales.

From Theory to Practice

This lesson integrates reading, graphic design, and writing in a collaborative, small group learning experience. Collaboration, small group work, student choice and student responsibility are all recognized as Best Practices in teaching and learning and are utilized in this lesson.

Further Reading

Daniels, Harvey & Marilyn Bizar. (1998). *Methods That Matter: Six Structures for Best Practices Classrooms*. Stenhouse Publishers.

Marlowe, Bruce A & Marilyn L. Page. (1998). *Creating and Sustaining the Constructivist Classroom*. Corwin Press.

Student Objectives

Student will

- listen and read to fairy tales, focusing on comprehension and analytical skills.
- analyze the fairy tales for common elements with the help of teacher.
- complete a process writing activity in small groups, choosing common situations as a basis, drawing storyboards, and writing, revising, and editing the text.
- present their fairy tales to class, using readers theatre, PowerPoint, bulletin board display, or a similar format.

Resources

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

J M Irwin

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 480 336

- [Story Board Worksheet](#)
- [Common Fairy Tale Situations Handout](#)
- [Reflective Journals Handout](#)
- [Common Fairy Tale Elements Handout](#)
- [Fairy Tale Analysis Worksheet](#)
- [Hans Christian Anderson Web Site](#)
- [Adventures from the Book of Virtues Web Site](#)
- [Storyboard Rubric Handout](#)
- [Grimm's Fairy Tales Web Site](#)
- [Tales of Wonder Web Site](#)
- [Fairy Tales: Notes and Background Web Site](#)

Instructional Plan

Resources

1. Assorted fairy tales for teacher and student reading, either in book form or available online (see Web resources below)
2. [Common Fairy Tale Elements Handout](#)
3. [Common Fairy Tale Situations Handout](#)
4. [Reflective Journals Handout](#)
5. [Story Board Worksheet](#)
6. [Storyboard Rubric Handout](#)

Preparation

1. Select fairy tales for whole class and group reading.
2. Prepare mini-lessons on the elements of fairy tales.
3. Prepare list of common situations for fairy tales.

Instruction and Activities

1. Select two fairy tales to read to the class.
2. With the class, brainstorm a list of elements found in fairy tales, and identify them in fairy tales you've read aloud.
3. Analyzing the stories, discover the "lesson" that each fairy tale teaches.
4. As a whole class, read another fairy tale, read-around style, and again look for the common elements and the lesson.
5. Divide the students into two or three groups to read a fairy tale, and with your help, identify the common elements and lesson in their fairy tale.
6. Complete additional group read arounds of fairy tales until you are satisfied that your students understand the components of a fairy tale.
7. Brainstorm a list of situations to use as the source of a fairy tale.
8. Give instructions to the groups to complete the following activities together:
 - a. Choose a situation to use in their group's own original fairy tale.
 - b. Create a storyboard for the fairy tale, using the [Handout of storyboard format](#). Draw pictures of setting, characters, and problems that tell the story in pictures, leaving room in each cell for the text of their story.
 - c. Work together to write the fairy tale to go with the pictures.
 - d. Check the fairy tale against the list of common fairy tale elements.
 - e. Identify the lesson the tale teaches.
 - f. Revise if necessary to include any missing elements.
 - g. Edit the lesson and prepare for presentation to the class (using readers theater, the storyboards, Powerpoint presentations, bulletin board displays, or a similar format).

9. Groups present their fairy tales to the entire class.
10. Distribute the Reflective Journals Handout, and discuss with students. Students write about their participation in the group writing project in their reflective journals, based on the handout.

Web Resources

Hans Christian Anderson

<http://hca.gilead.org.il/#intro>

This page has links to several of the fairy tales of Hans Christian Anderson available online.

Grimm's Fairy Tales

<http://www-2.cs.cmu.edu/~spok/grimmtmp/>

This page has links to several of the fairy tales of the Brothers Grimm available online.

Tales of Wonder

<http://www.darsie.net/talesofwonder/>

This page has links to fairy tales from around the world.

Storyboard Rubric

http://rubistar.4teachers.org/view_rubric.php3?id=410817

Rubric outlines assessment criteria for storyboards.

Fairy Tales: Notes and Background

<http://www.inkspell.homestead.com/FTnotes.html>

This page lists many, many elements and themes in fairy tales.

Adventures from the Book of Virtues Web Site

<http://pbskids.org/adventures/caregivers/episodes.html>

This page has common themes in fairy tales.

Student Assessment/Reflections

Assess students at various stages during this lesson using kidwatching and anecdotal notetaking. You might look for evidence of the following skills:

- understanding of writing as a process
- interpersonal skills demonstrated through group collaboration
- comprehension of fairy tale elements by analysis of read tales and application to original tale
- oral/listening skills demonstrated during group presentations

Use the Storyboard Rubric Handout to assess content and creativity of each group's Fairy Tale Storyboard for group assessment.

Individual students are assessed on their entries in their reflective journal, where they write about their participation in this project. (see Reflective Journals Handout).

NCTE/IRA Standards

- 6 - Students apply knowledge of language structure, language conventions (e.g., spelling and

punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

8 - Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

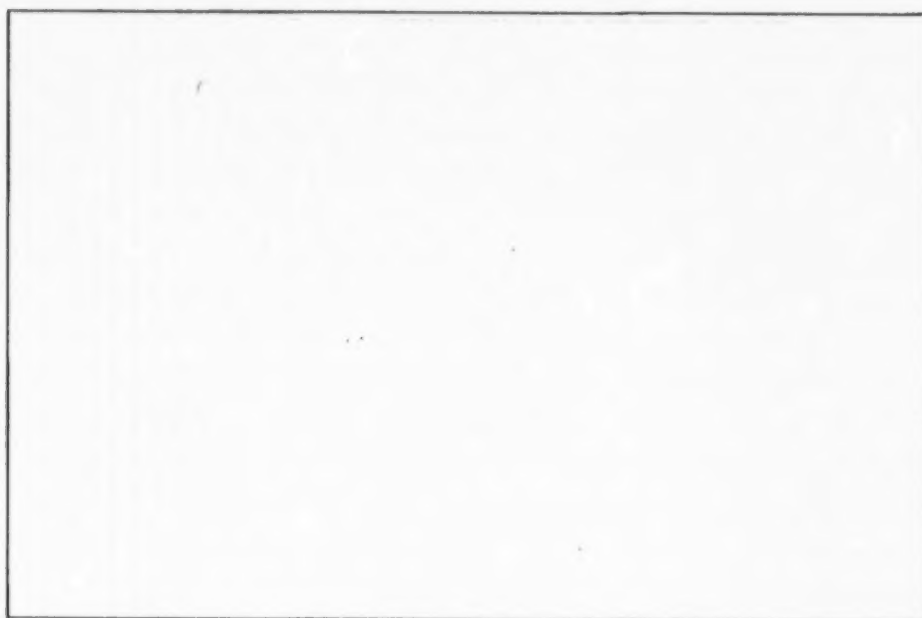
11 - Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12 - Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).



Copyright 2002-2003, IRA/NCTE. All rights reserved.

Storyboard Page



A series of horizontal lines for writing, consisting of solid top and bottom lines with a dashed midline, repeated ten times.

StoryBoards

Storyboards are graphic organizers, often used to sketch out ideas for web pages, movie scenes, comic books, etc. For the purpose of the fairy tale project, the students will use the storyboards to sketch out their story before they put it into words.

I have attached a form that could be used to first sketch the scene and then write the story on the lines below.

Below are some links to storyboards online. These are included to aid the teacher, though students could view some.

http://www.trooperclerks.com/bts_storyboards.html

http://www.ymca-teamtv.org/storyboard_contest.htm

Situations for fairy tales

Here are some common situations that could be used for fairy tales.

1. Being the new kid in school
2. Divorce in the family
3. A new baby in the family
4. Jealousy
5. Common Fears
6. Dealing with bullies
7. Problems to overcome
8. Loss of something special to you
1. A mean teacher.
2. Losing your best friend
3. Boys picking on girls
4. Getting detention all of the time
5. Death in the family
6. Death of a friend
7. Having to move
8. Best friend moving

Reflective Journal Instructions

Now you have finished your fairy tale project. Write a short journal to think about your project. In your journal answer the following questions:

What I Did: (explain what you and your group did to finish your project.)

What I enjoyed: (write about what you liked most about the project)

What I found difficult: (write about any part of the project you found hard to do.)

What really worked: (write about any part that you thought worked well).

Next time: (write what you would do differently next time)

Example:

What I did (the process): We decided what kind of situation we would use for our fairy tale. We chose _____. We talked about how we could make this situation into a fairy tale. We talked about the elements we would need. Talking together we developed a story. We decided who would draw each section of the story. Then we drew the storyboards. After that we wrote the fairy tale under each storyboard. We checked our story for spelling and punctuation and capitalization. We made sure that it contained fairy tale elements and lesson. Finally we read our fairy tale to our class as a reader's theatre.

I really enjoyed reading and talking about the fairy tales. Thinking up what we were going to say was tough. Talking over our story together made it easier. Writing the story was fun and was quite easy. If we made a mistake, we could just erase and start over. If one of us forgot our part, we could ask the rest of the group. Having the storyboard pictures also helped us write the story.

It was hard doing the storyboard. We had to decide which part each of us would draw. We had to decide what we were going to say. We had to go through it a few times before it sounded good enough to draw.

It worked really well when we did our storyboard and fairy tale as a reader's theatre. Because of our storyboards each scene was easily understood. The class seemed to enjoy our fairy tale.

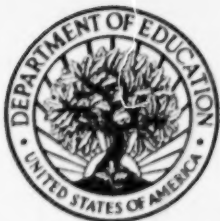
Next time I would go slower than I did. I would make sure everything was what we wanted. Also I would practice our story a few more times before we drew the storyboards.

Common Elements of Fairy Tales

1. A fairy tale begins with "Once upon a time..."
2. Fairy tales happen in the long ago.
3. Fairy Tales have fantasy and make believe in them.
4. Fairy Tales have clearly defined Good characters vs. Evil characters.
5. Royalty is usually present in a fairy tale, a beautiful princess/handsome prince.
6. There may be magic with giants, elves, talking animals, witches or fairies.
7. Fairy tales have a problem that needs to be solved.
8. It often takes three tries to solve the problem.
9. Fairy tales have happy endings - "they all lived happily ever after."
10. Fairy tales usually teach a lesson or have a theme.

Fairy Tale Analysis

Title and Author	Setting (Time and Place)	Good Characters (Human or Other?)	Bad Characters (Human or other)	Magic or Fantasy Elements	Problem or Conflict	First Attempt to Overcome Problem	Second Attempt to Overcome Problem	Third Attempt to Overcome Problem	Solution or Happy Ending



*U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)*



NOTICE

Reproduction Basis

- ☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
- ☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").